

LEA: \_\_\_\_\_ Interviewee: \_\_\_\_\_

School: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Assigned to: \_\_\_\_\_ Itinerant: \_\_\_\_\_

1	What are the best things about your LEA's special education program?	No right answers

3	<b>Evaluation and Eligibility</b>	• 0
3a	Who are the required members of the evaluation/eligibility team?	1. 33 2. 66 3. 100
3b	Describe two ways in which you participate in the evaluation process.	• 0  1. 50 2. 100
3c	Describe two ways that you or the team obtain parental input to the evaluation process.	• 0  1. 50 2. 100
3d	How does your Evaluation Team summarize evaluation results?	• 0  1. 100
3e	What is your role in the eligibility determination meeting?	• 0  1. 100
3f	What are two factors you must consider when selecting assessments to administer to a student?	• 0  1. 50 2. 100

## UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

3k	What assessment tools and training opportunities have been made available to you so that you can select and use instruments that are technically sound and valid?	• 0
		1. 100

4	<b>IEP</b>	• 0
4a	Who are the required members of the IEP team?	1. 25
		2. 50
		3. 75
		4. 100
4b	Describe two of your responsibilities in the IEP process.	• 0
		1. 50
		2. 100
4c	On a scale of one to five, with one being low, how involved are you in the IEP meeting?	No right answer
4d	How do you coordinate/collaborate with other members of the IEP team to implement the IEP?	• 0
		1. 100

5	<b>U-PASS Data</b>	• 0
5a	Discuss two considerations when deciding how a student with disabilities will participate in the U-PASS testing program(s). (Unless preschool, K, or over 18)	1. 50
		2. 100

6	<b>Access to the General Curriculum/LRE</b>	• 0
6a	How does the IEP team determine the amount of special education and related services a student needs?	1. 50
		2. 100

6b	How does the IEP team determine placement?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
6c	List two ways you and the team ensure each student with disabilities participates with non-disabled peers to the maximum extent appropriate.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>

7	<b>Paraeducators</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
7a	How are paraeducators trained when working in your program?	
7b	How is supervision provided for paraeducators when they are assigned to your program?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

9	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
9a	How are professional development needs determined in your school or LEA?	

9b	Who are the groups of people included in the training?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
9c	What professional development opportunities are provided for you in your school or LEA?	No right answer

10	<b>Student Progress</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
10a	How often are parents given reports on their child's progress on IEP goals? What does the progress report include?	
	1.	
	2.	
10c	What are three things you do if a student isn't making sufficient progress to achieve his/her IEP goals by the end of the IEP year?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>

(If related server has student in grades K-8 only, skip questions 12a, 12a1, 12b, and 12f.)

12	<b>Transition</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
12a	What are two things you do to facilitate transition planning for students age 16 and up, and earlier if appropriate?	
12a1	What data and information do you consider during school to post-school transition planning?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

12b	How do you involve adult service agencies such as Vocational Rehabilitation in the secondary transition planning process?	<ul style="list-style-type: none"> <li>0</li> <li>1. 100</li> </ul>
12f	What other agencies might you involve in school to post-school transition planning?	<ul style="list-style-type: none"> <li>0</li> <li>1. 100</li> </ul>

13	<b>Extended School Year (ESY)</b>	<ul style="list-style-type: none"> <li>0</li> <li>1. 50</li> <li>2. 100</li> </ul>
13 b	What are two things to consider to determine whether a student is eligible for extended school year services?	
	<p>1.</p> <p>2.</p>	

14	<b>Procedural Safeguards</b>	• 0
14 a	What are five of the IDEA Procedural Safeguards or parents' rights?	1. 20 2. 40 3. 60 4. 80 5. 100

15	<b>Rules</b>	• 0
15	What training have you had related to the state special education rules?	1. 100
a		

16	<b>Parent Involvement</b>	<ul style="list-style-type: none"> <li>• 0</li> </ul>
16 a	What are two ways in which parents are involved in placement decisions?	
	1.  2.	1. 50 2. 100
16 b	Describe five areas in the overall special education process in which parents are involved in determining the educational needs and provision of services for their child.	<ul style="list-style-type: none"> <li>• 0</li> </ul>

21	What additional resources and/or training is needed to improve the special education program in your school or LEA?	No right answer

Additional Comments: